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ABSTRACT

This document reports on Maryland's progress as of 1995 toward the eight National Education Goals. The document lists the National Education Goals; describes state progress made toward each goal; describes programs that address each goal; and presents statistics on enrollment, public school funding, teacher salaries, attendance, special programs, and higher education enrollment. Measures of student performance on the Maryland School Performance Assessment Program (MSPAP), an annual test given to students in grades 3, 5, and 8, show steady achievement in most academic areas. On the Maryland Functional Tests, students have generally mastered the basic skills, but the state needs to develop a more challenging assessment for high school students. (LMI)

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# Maryland Reaches for the Goals

## A Report on Maryland's Progress Toward National Education Goals

# 1995

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# *Maryland Reaches for the Goals*

*A Report on Maryland's Progress Toward National Education Goals*

**1995**

**MARYLAND STATE DEPARTMENT OF EDUCATION**
200 West Baltimore Street ◆ Baltimore, Maryland 21201 ◆ (410) 767-0100

Maryland State Department of
EDUCATION

Schools for Success

Nancy S. Grasmick
State Superintendent of Schools

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December 12, 1995

The Honorable Parris N. Glendening
Governor
State of Maryland
State House
Annapolis, MD 21401

Dear Governor Glendening and the Citizens of Maryland:

The progress continues! As you can see from this fifth annual *Maryland Reaches for the Goals* report, our schools are making steady strides toward meeting our state and National Education Goals by the year 2000. Through the information contained in this year's report, you will see that the quality of education in Maryland's schools continues to improve for all our young learners.

Of special note is the Maryland School Performance Assessment Program (MSPAP), our annual test for students in grades 3, 5, and 8 that measures their performance in six academic areas. After three years of results, we now are seeing a trend of steady, incremental achievement in most areas. This year, our students show gains in 16 of the test's 18 categories. These trends in the 1995 MSPAP are encouraging and gratifying, demonstrating the ability of our schools and educators to meet the state's challenge of high standards.

On the Maryland Functional Tests, we see indications that our students have by and large mastered the basic skills tested on the Functional assessments. The Functional Test results also point out the need for developing a more challenging High School Assessment, one that will raise the standards for all our high school students and help to produce graduates who are well-equipped to compete in college and the 21st century marketplace.

School improvement is never easy, nor does it occur quickly. But the patience and commitment of our leaders, our educators, our parents, and our citizens to school improvement are being rewarded now with a continuing trend toward more challenging standards, stronger performances, and higher achievement among our children.

Despite the advances, however, we must not waver from our goals. This year's progress is encouraging, but much work lies ahead. As we pause to reflect and celebrate how far we've come, let us also recommit ourselves to the challenge that awaits. With your support, and with the support of all those for whom education represents the future of our state, we cannot fail.

Sincerely,

Nancy S. Grasmick
State Superintendent of Schools

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# National Education Goals

## By the Year 2000 . . .

READY TO LEARN
All children in America will start school ready to learn.

SCHOOL COMPLETION
The high school graduation rate will increase to at least 90 percent.

STUDENT ACHIEVEMENT & CITIZENSHIP
All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

TEACHER EDUCATION & PROFESSIONAL DEVELOPMENT
The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

MATHEMATICS & SCIENCE
United States students will be first in the world in mathematics and science achievement.

ADULT LITERACY & LIFELONG LEARNING
Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

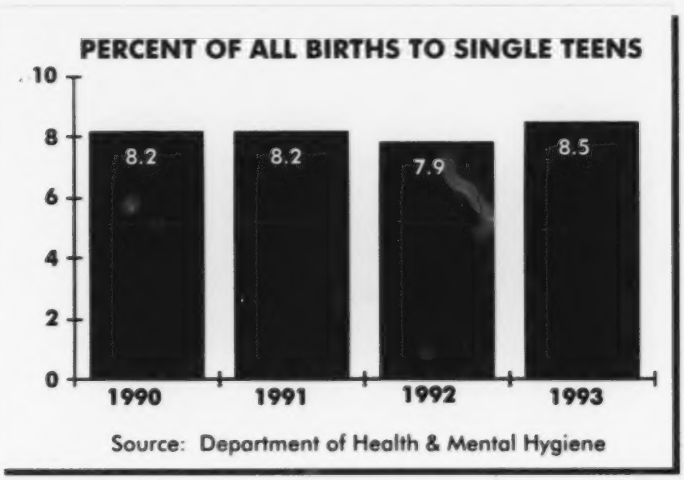
SAFE, DISCIPLINED, & ALCOHOL- AND DRUG-FREE SCHOOLS
Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

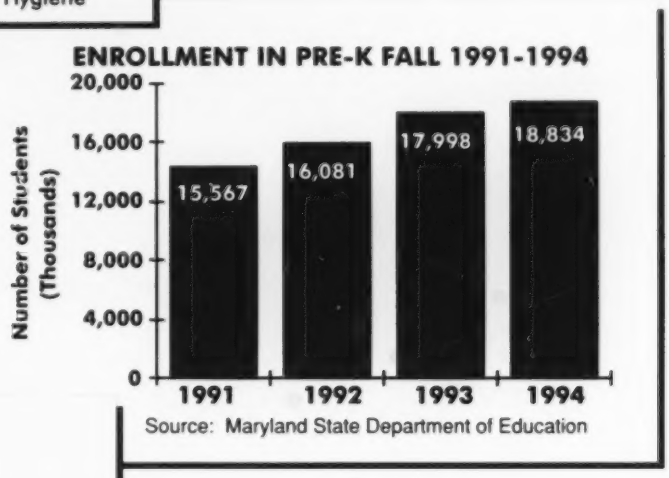
PARENTAL PARTICIPATION
Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

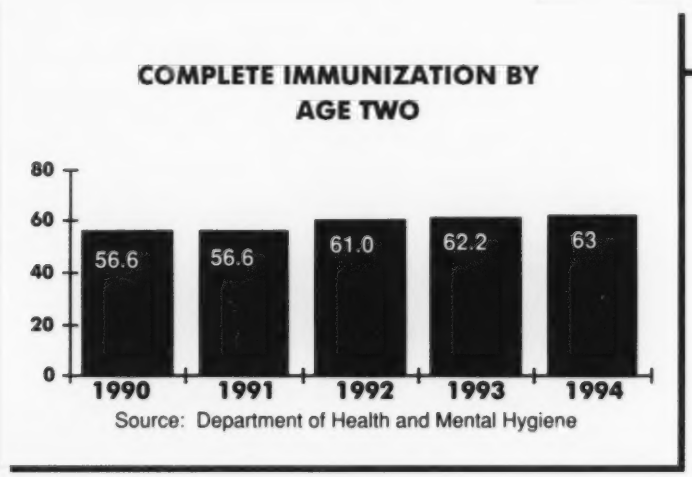
# Progress

## GOAL 1 READY TO LEARN

*All children in America will start school ready to learn.*



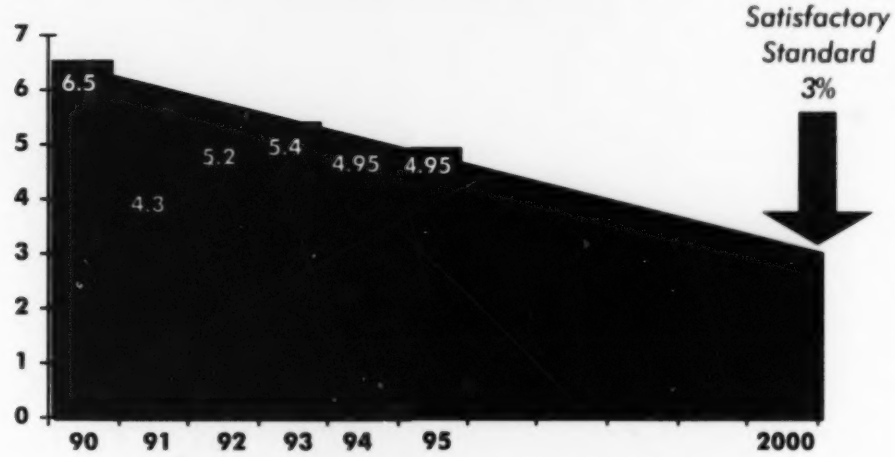




*More than ever, Maryland's children are better prepared to embark upon successful educational careers. Enrollment in pre-kindergarten programs continues to grow. Proper health care, such as immunization against childhood disease, shows steady improvement. Despite the lack of direct measures for school readiness, strong state and local commitment to Goal 1 is effectively addressing many of the needs of our youngest learners as they prepare for school.*

## GOAL 2 SCHOOL COMPLETION

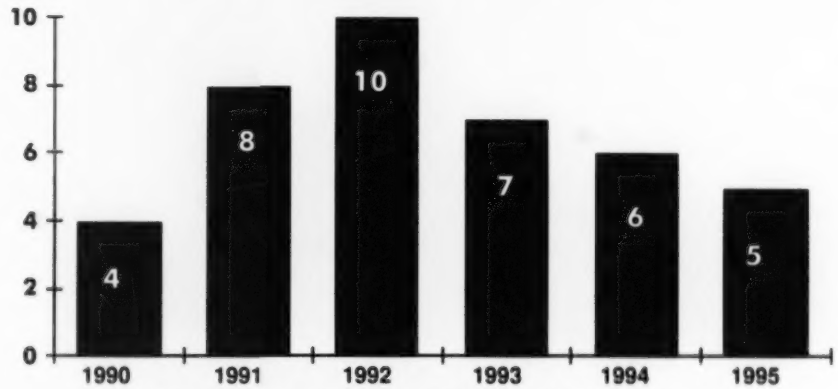
*The high school graduation rate will increase to at least 90 percent.*

**PERCENT OF STUDENTS IN GRADES 9-12 DROPPING OUT OF SCHOOL**




Source: Maryland State Department of Education

**NUMBER OF SCHOOL SYSTEMS MEETING MARYLAND'S SATISFACTORY STANDARD FOR DROPOUT RATES**



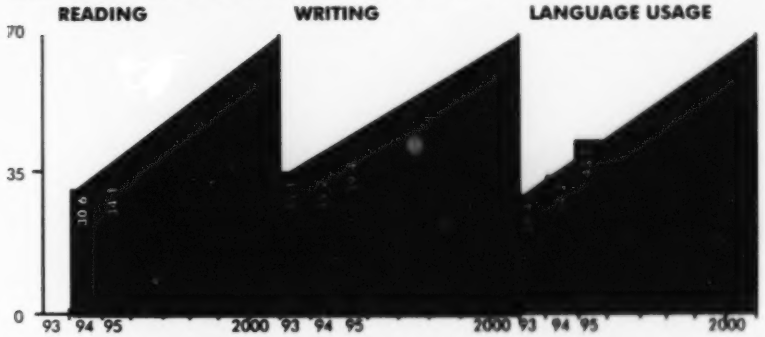

Source: Maryland State Department of Education

*Too many Maryland high school students continue to drop out of school. Yet while Maryland saw little change in its dropout rate this year over 1994, the level remains below the 1990 level of 6.5%. With Maryland's satisfactory dropout standard at 3% by the year 2000, we still have far to go.*

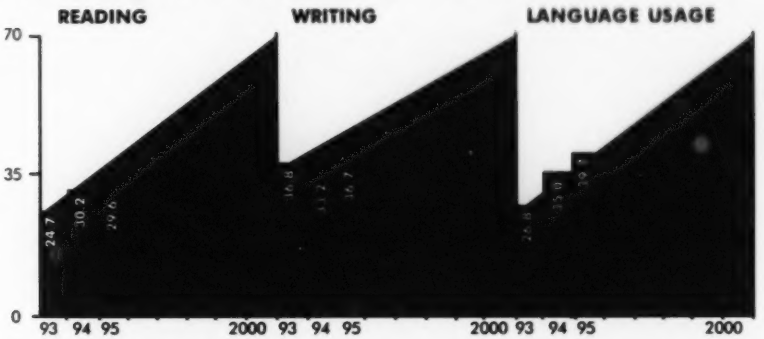
## GOAL 3 STUDENT ACHIEVEMENT & CITIZENSHIP

*All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.*

**GRADE 3 MSPAP RESULTS** (Percentage of students at satisfactory levels)



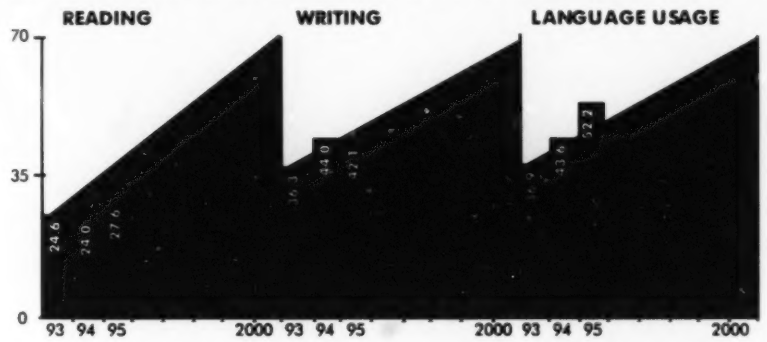

**GRADE 5 MSPAP RESULTS** (Percentage of students at satisfactory levels)




**NOTE:**
**70% = Satisfactory Standard for Schools**

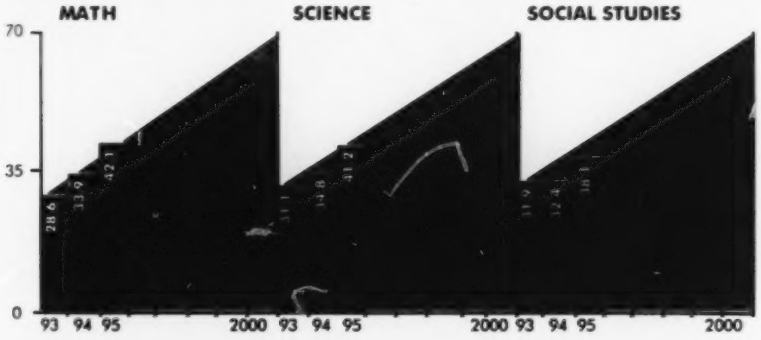
**1993 Grade 3 Reading not Reported**

**GRADE 8 MSPAP RESULTS** (Percentage of students at satisfactory levels)

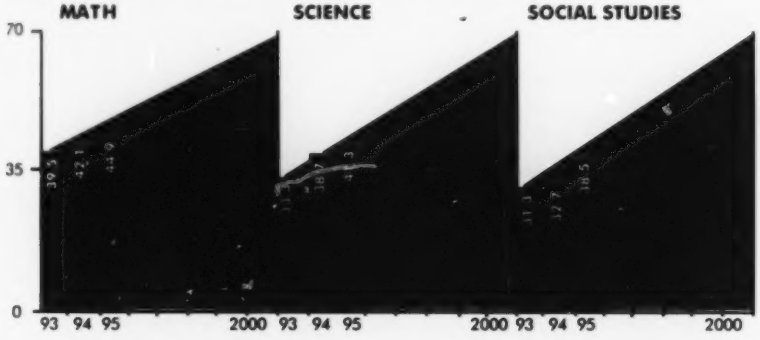



*One of the nation's most respected assessments of school performance, the Maryland School Performance Assessment Program, or MSPAP, is the cornerstone of Maryland's improvement efforts in grades 3, 5, and 8, where all students take the test every spring. The state's 1995 MSPAP results continue to show progress toward meeting state goals by the year 2000.*

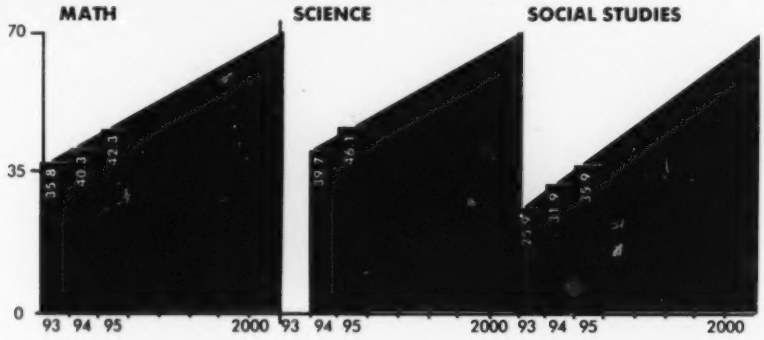
**GRADE 3 MSPAP RESULTS** (Percentage of students at satisfactory level)




**GRADE 5 MSPAP RESULTS** (Percentage of students at satisfactory level)




**GRADE 8 MSPAP RESULTS** (Percentage of students at satisfactory level)




**NOTE:**
**70% = Satisfactory Standard for Schools**

**1993 Grade 8 Science not Reported**

*Between 1994 and 1995, scores rose in all but two tests, and more school systems approached satisfactory levels this year. After six years of hard work and gradual improvement, the MSPAP results now indicate that the test is prompting improvements in both instruction and school leadership.*



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## GOAL 4 TEACHER EDUCATION & PROFESSIONAL DEVELOPMENT

*The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.*

### TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

**Professional Development was added to the National Goals in 1994. Maryland and the nation will develop indicators to measure teacher education and professional development for future reports.**

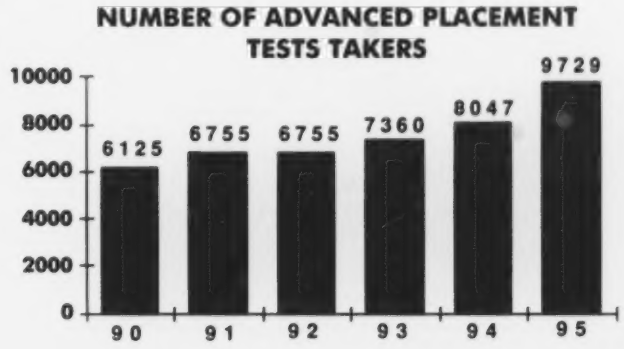
## GOAL 5 MATHEMATICS & SCIENCE

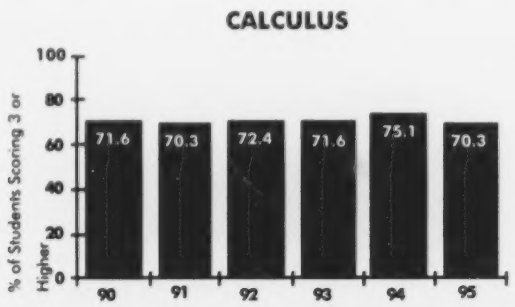
*United States students will be first in the world in mathematics and science achievement.*

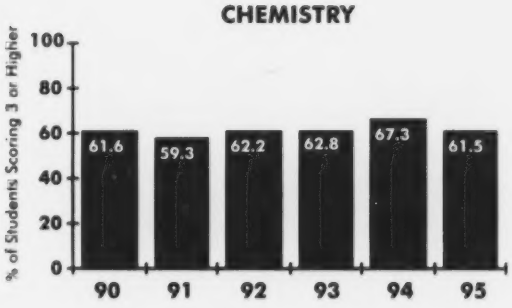
### NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS IN MATHEMATICS, GRADE 8

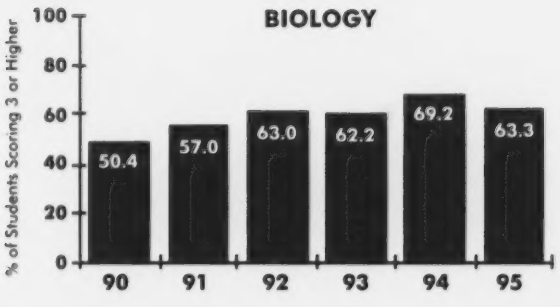
Source: National Assessment of Education Progress

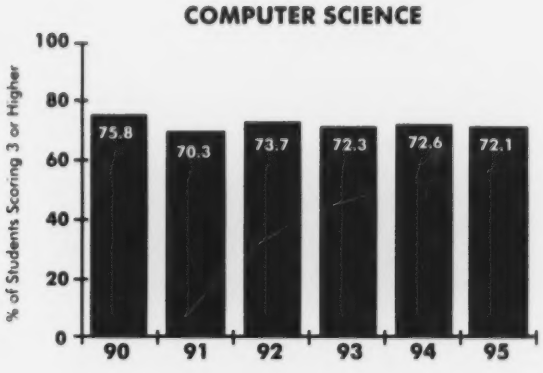
*In the most recent data, Maryland students scored at the national average on the National Assessment of Educational Progress. From 1990 to 1992, the number of students showing basic and advanced skills increased in mathematics. Significantly, these findings mirror the results of the MSPAP, indicating that efforts to increase interest, comprehension, and performance in math and science are meeting with success.*

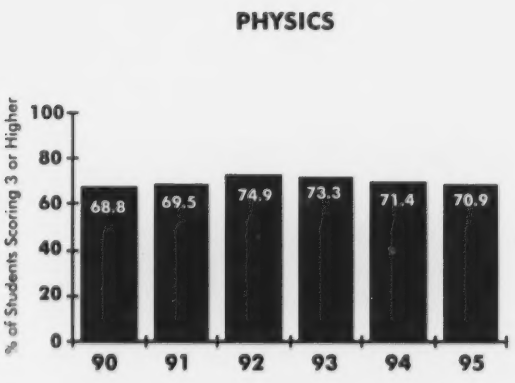



*In Maryland and elsewhere, the number of students taking tough advanced placement courses and tests continued to rise. While the percentage of students scoring 3 or above on the tests declined in most science and math areas, performance was likely influenced by the 20.9% increase in test-takers in Maryland, opposed to a 10.4% increase nationally. Maryland students continued to outperform their counterparts nationally.*



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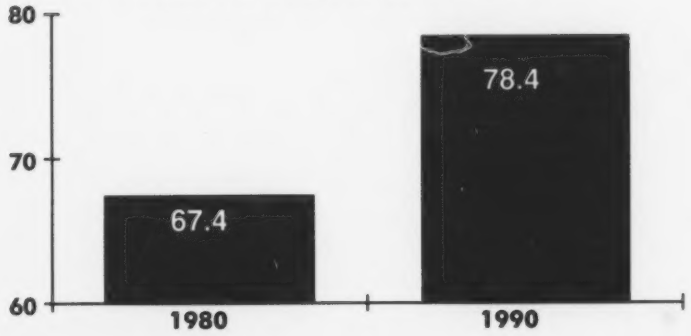
## GOAL 6 ADULT LITERACY & LIFELONG LEARNING

*Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

**ADULT LITERACY IN MARYLAND**

Adults with a High School Diploma



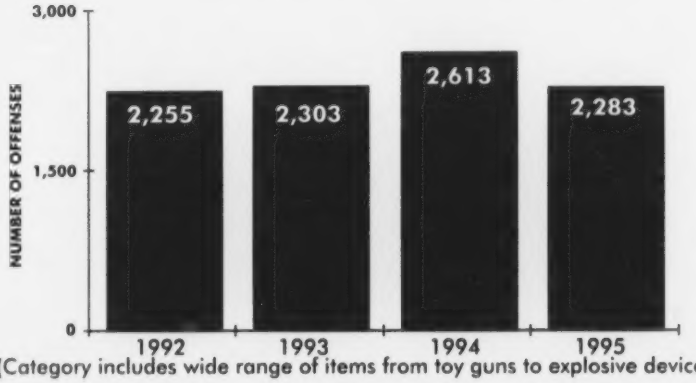

### ADULT LITERACY & LIFELONG LEARNING

Literacy in Maryland appears to be on the upswing, based on increases among those planning to attend a post-secondary, four-year college, the numbers of adults passing GED tests, and those participating in adult education courses. Documented plans to attend post-secondary four-year college increased from 40.5% of high school graduates in 1993 to 41.3% in 1994 and 42.7% in 1995.

## GOAL 7 SAFE, DISCIPLINED & ALCOHOL & DRUG-FREE SCHOOLS

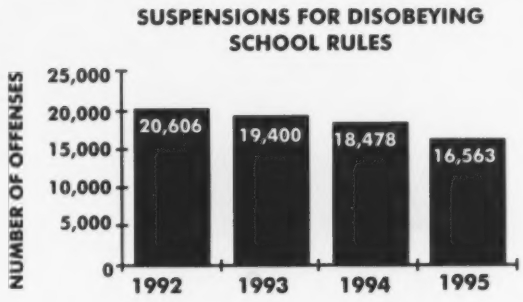
*Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.*

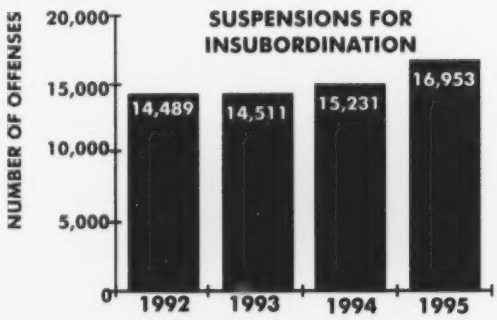
**SUSPENSIONS FOR WEAPONS OFFENSES***

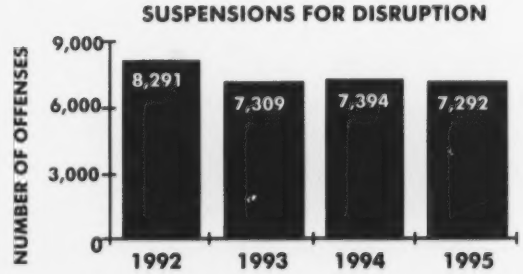


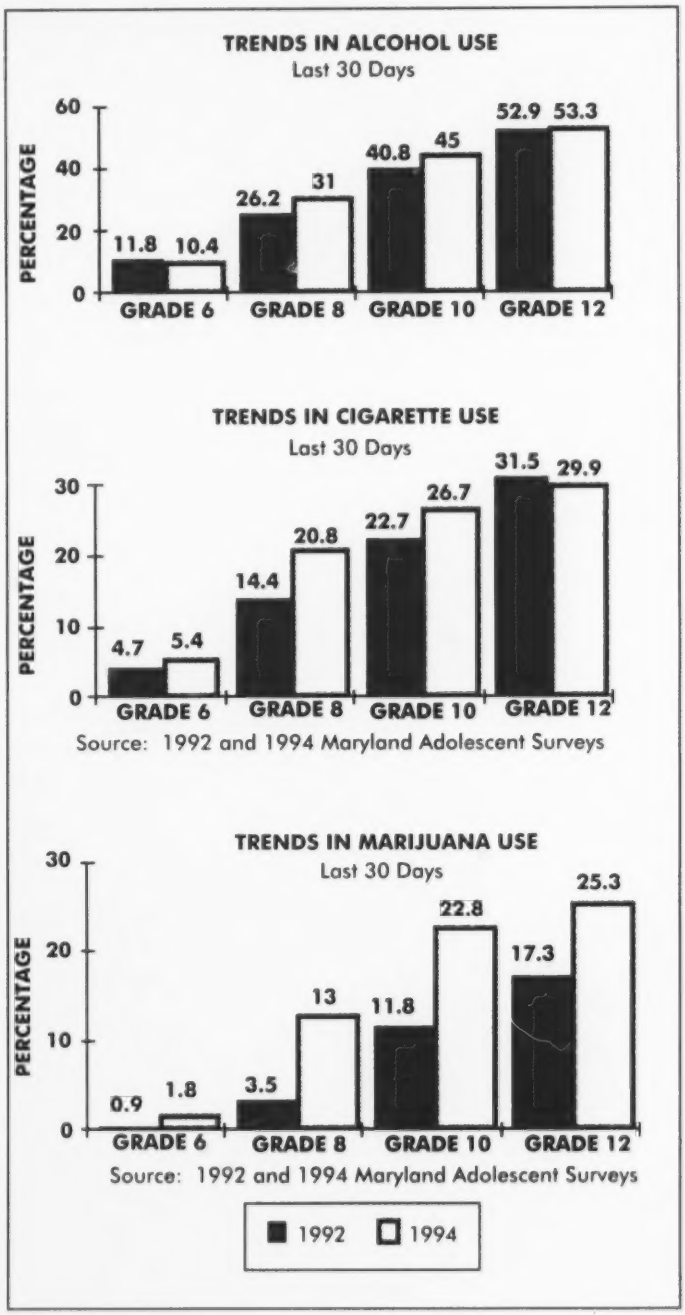

*(Category includes wide range of items from toy guns to explosive devices)

*During the past four school years, the most common suspensions reported by schools were the result of physical attacks on students, disobeying school policies, disrespect or insubordination, and classroom disruptions. Other sources of information on violent and disruptive student behavior include school climate surveys, analysis of office referrals, and cases resulting in expulsion or investigation by law enforcement. Governor Parris Glendening has made safe schools one of his five top educational priorities.*






*Maryland's biannual Adolescent Survey parallels the National Institute of Drug Abuse's Monitoring The Future survey of 6th, 8th, 10th, and 12th graders. Maryland's patterns of drug and alcohol use mirror those reported nationally. In general, the most widely used substances in all grades are alcohol, tobacco, and marijuana. Trends among Maryland's 8th graders show significant increase in the use of marijuana, inhalants, and cigarettes. Sophomores and seniors show higher use of marijuana and alcohol. The state's efforts through K-12 drug education, prevention, and intervention programs in all of its schools continue to measure progress toward safe and drug-free schools.*

## GOAL 8 PARENTAL PARTICIPATION

*Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.*

### PARENTAL PARTICIPATION

In 1994, Parental Participation was added to the National Goals. Maryland is working to identify ways to measure the extensive parent involvement that occurs in its 24 school systems.

# Programs

## *PROGRAM INDEX*

***Maryland provides many programs that support both the National Goals and the State's school improvement plan. This section lists the major programs of the Maryland State Department of Education that further the progress toward successful schools. Many of the state programs support more than one goal but are categorized by the primary goals they address. Programs that address most or all of the goals are listed at the back of this section.***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*For more information on these or other MSDE programs, call the Maryland State Department of Education Information Line at* ***(410) 767-0600****. MSDE also has fact sheets and publications that can tell you more about statewide efforts to improve schools.*

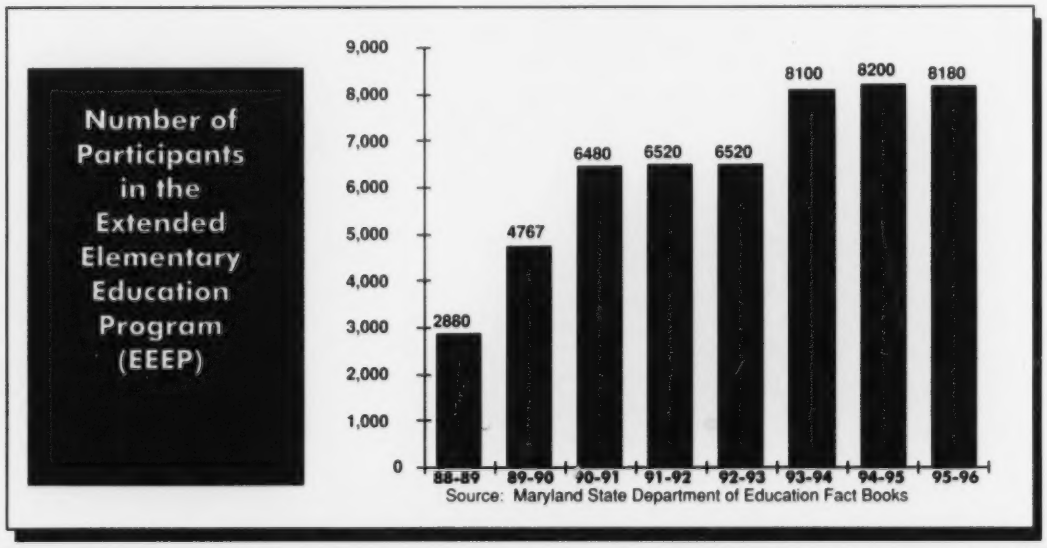
## *GOAL 1: READY TO LEARN*

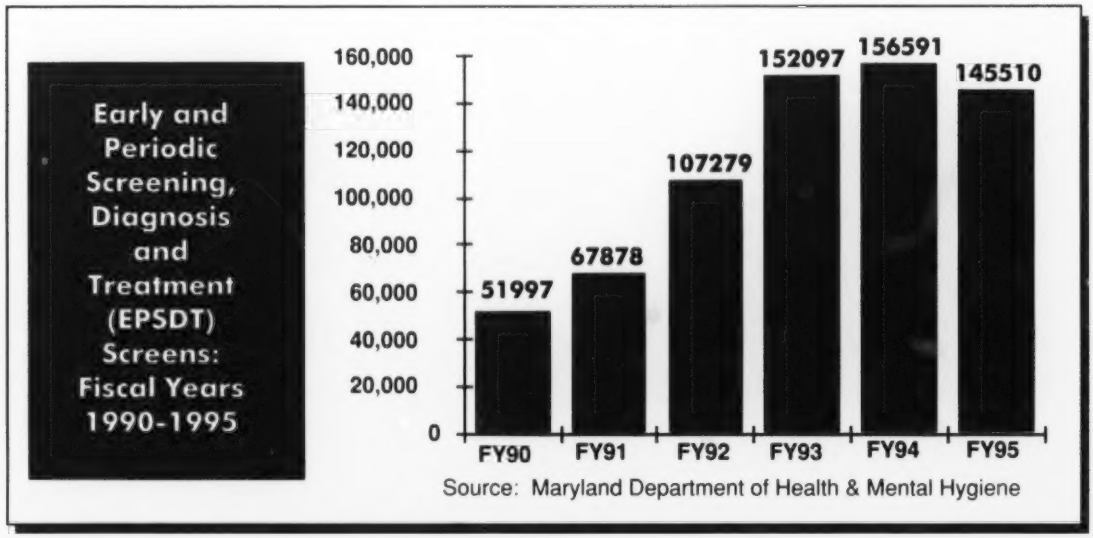
***Programs relating to Goal 1 strengthen the ties between home, school, and community that support Maryland's children and their families. MSDE oversees many initiatives and works with the health community and other agencies to provide coordinated services for children.***

**Early Intervention and Prevention Services (EIPS)** promote comprehensive early education and family support programs for children, up to age 10. Four work groups are developing policies and guidelines for primary assessment, developmentally appropriate practices, family resources, and effective parenting education. EIPS sponsors demonstration projects in 16 school systems in collaboration with other state and local agencies.

**The Extended Elementary Education Program (EEEP)** is based in 205 schools and serves about 8,200 disadvantaged four-year old children with learning opportunities, health, and other support services. Some sites feature before- and after-school child care.

**The Even Start Family Literacy Program** focuses on the family and provides participants with a program of early childhood education, adult literacy, basic skill instruction, and parenting education. The program now serves 200 families, 166 children age 0-3, and 134 children age 4-7.






**Roots and Wings** is in its third year as a model early childhood program in St. Mary's County that embraces many of MSDE's priorities for early intervention and prevention. Its goal is to ensure that every child has a high level of basic skills— roots— and to engage children in creative, instructional activities to allow them to develop higher order skills— wings.

**The Home Instruction Program for Preschool Youngsters** (HIPPY) aims to nurture learning at home and in school by helping parents with limited formal education to provide school readiness skills for their children and bring literacy into the home. About 120 families in Caroline and Wicomico counties are involved in the program.

**Home Economics Community Outreach Grants** enable pregnant teens and teen parents in four school districts to remain in school and provide educational and support services to increase parenting and independent living skills.

**Single Parent, Displaced Homemaker, and Single Pregnant Women Grants** allow participants to remain in school or provide them an alternative method of continuing their education so they can become productive workers and responsible parents. Currently, 3,867 people are being served, including 56 men, representing 21 community colleges, eight school districts, and two community-based organizations.

**Early Childhood Special Education Programs**, are cooperative efforts of MSDE, local school systems, and public and private childcare providers to ensure special education and services to children with disabilities. The programs help to prepare children for preschool, to coordinate services between Head Start and local schools, to address the daily needs of young children and early adolescents, and to place children with disabilities in the least restrictive environment in preschool.

**The Education of Homeless Children and Youth Program** offers after-school tutorial and homework assistance to homeless children at shelters in Baltimore, Howard, Montgomery, and Prince George's counties and in Baltimore City. Related activities include health services, transportation, parent education, and professional staff development.

**Title 1** provides supplemental instruction to nearly 65,500 children in 387 high poverty elementary schools and 9 high poverty middle schools. Programs supplement children's education by providing teachers smaller class size, paraprofessionals, equipment, tutoring, and activities to promote parental involvement. Currently, emphasis is on upgrading the entire school program for students in schools with 65% or more free and reduced-price lunch enrollments.

**The East Coast Migrant Head Start Project** provides Head Start services for migrant infants, toddlers, and pre-schoolers at three summer school sites serving six counties. Services include:

- Individualized education program
- Early identification of health problems
- Parent involvement
- Social services

**The Maryland Infant and Toddlers Program (MITP)**, with oversight from the Governor's Office of Children Youth and Families, administers early intervention services for children from birth to age three. MITP and MSDE work closely to ensure that young children and their families have the health, education, and social services they need.

**The Federal Dependent Care Grant** provides before- and after-school care for students, age 4 to 13, emphasizing extended learning programs to complement the preschool, elementary, and middle school programs. Through the program, which is jointly administered with the state's Child Care Administration, MSDE forges partnerships between public school and child care providers to offer full-day, year-round education as well as assistance to working parents.

## Participation in Day Care, Head Start, and the Maryland Infants and Toddlers Program (MITP)

| | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 |
|---|---|---|---|---|---|
| *Family Day Care | 58,431 | 66,724 | 73,375 | 75,698 | 78,589 |
| *Center-based Care | 66,295 | 73,121 | 81,499 | 87,098 | 99,701 |
| +Head Start | 4,987 | 5,406 | 6,378 | 8,907 | 8,907 |
| ^ MITP | 2,315 | 2,795 | 3,068 | 3,356 | 3,794 |

* Spaces in regulated child care programs
Source: *Maryland Committee for Children, Locate Database*
^ Infants and toddlers receiving early intervention services in Maryland (December 1990-95)
Source: Governor's Office for Children, Youth, and Families, MITP

## Childhood Health Statistics, 1988–1993

| | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 |
|---|---|---|---|---|---|---|
| % Low Birthweight Babies | 8.1 | 8.0 | 7.8 | 8.1 | 8.3 | 8.4 |
| % Very Low Birthweight Babies | 1.9 | 1.8 | 1.6 | 1.7 | 1.9 | 1.8 |
| Infant Mortality (per 1,000 Live Births) | 11.2 | 10.4 | 9.6 | 9.1 | 9.8 | 9.8 |
| Child Death Rate (per 100,000 ages 1–4) | 30.9 | 31.0 | 27.4 | 32.1 | N.A. | 43.4 |

Low birthweight = less than 2500 grams  Very low birthweight = less than 1500 grams

Source: Maryland State Department of Health and Mental Hygiene, Division of Health Statistics

## *GOAL 2: SCHOOL COMPLETION*

***Maryland addresses the challenge of keeping students in school using a variety of programs that provide support and counseling and that seek to broaden the interest in and relevance of education for young people. Many such programs are linked with post-educational plans such as career or college.***

**Tech Prep** prepares students for post-secondary technical study and entry-level careers. Programs consist of a planned set of courses from 9th grade through at least the associate degree level. Technical courses are combined with academic courses emphasizing mathematics, science, and technology. After high school, students continue technical training at community college or in apprenticeships.

**High Schools That Work** is designed to raise the achievement of career bound students in math, science, and communications. It combines high student expectations with instructional strategies to promote student success. Ten school systems are currently participating.

**Maryland's Tomorrow** provides year-round supplemental instruction, student support, and enrichment to help more than 7,500 at-risk youth in the program to graduate. The high school program includes services a year beyond graduation and focuses on the school-to-work transition. Middle school programs include intensive case management to stabilize student behaviors that interfere with learning. Family support is a crucial component.

**Teen Pregnancy Prevention** includes a public education campaign and model programs as dual components of the "Campaign for our Children," an interagency media initiative that advocates against sexual relations among adolescents. Model pregnancy prevention programs are in operation within three local school systems.

**Carnegie Middle Grades Project** involves a partnership with the Carnegie Corporation, six local school systems, the Maryland Middle School Association, and the Middle Grades Network. Through the project, MSDE seeks to promote more effective approaches to educating children in this age range.

**Dedicated State Compensatory Education** provides services to students with special needs resulting from educationally or economically disadvantaged environments. The program serves schools in combination with Title 1 funds to extend similar services. Two local systems use it at the secondary level to improve the high school graduation rate.

### Trends in Pupil Withdrawals and Dropout Rates Among Public School Students in Grades 9–12

| Year | Withdrawals due to Dropouts | DROPOUT RATE % | DROPOUT RATE # of LEAs Sat. or Exc. |
|---|---|---|---|
| 1989-90 | 13,199 | 6.5 | 4 |
| 1990-91 | 7,119 | 4.3 | 8 |
| 1991-92 | 10,650 | 5.2 | 10 |
| 1992-93 | 11,200 | 5.4 | 7 |
| 1993-94 | 12,603 | 4.95 | 6 |
| 1994-95 | 10,875 | 4.95 | 5 |

LEA = There are 24 Local Education Agencies (LEAs) in Maryland.
Sat = Met the satisfactory standard (dropout rate of ≤ 3%) set for achievement by the 1995-96 school year.
Source: Maryland State Department of Education, Maryland School Performance Report

**Youth Suicide Prevention** is a statewide program that offers crisis training and assistance in handling prevention, intervention, and follow-up support.

**School-Community Centers Programs** use school facilities during non-school hours to serve youth ages 5 through 20. Through coordination between local school systems and parks and recreation agencies, the SCCP provides leisure and supplementary education activities.

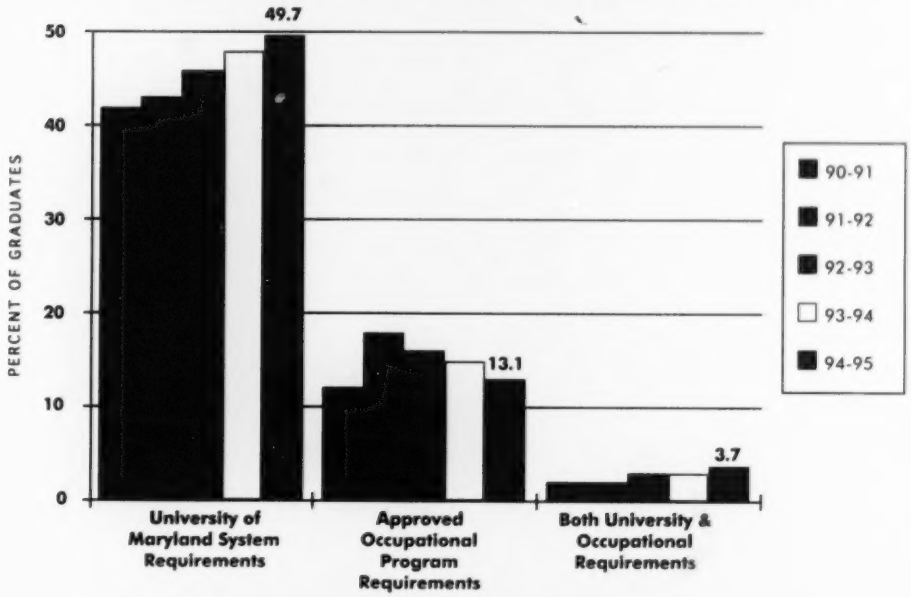
**Title VII Bilingual Education** helps state and local systems develop and evaluate programs for students who have limited use of English. Federal Emergency Immigrant Education funds are given on a per pupil basis to school systems that have more than 500 immigrant students who have been in U.S. schools for less than two years.

## Public School Graduates and Their Post Graduation Plans, 1989–1994

| Year | Total Graduates | COLLEGE | | | Trade/Bus. School | Work | Military | Other+ |
|---|---|---|---|---|---|---|---|---|
| | | Full-Time | *Part-Time | Total College | | | | |
| 1989 | 45,791 | 52.8 | 24.1 | 76.9 | 5.4 | 25.2 | 5.3 | 11.3 |
| 1990 | 41,566 | 55.3 | 23.5 | 78.8 | 5.1 | 23.3 | 5.1 | 6.1 |
| 1991 | 40,247 | 57.9 | 18.7 | 76.6 | 5.0 | 21.5 | 4.4 | 6.0 |
| 1992 | 40,146 | 62.4 | 17.2 | 79.6 | 3.7 | 17.0 | 4.2 | 6.9 |
| 1993 | 40,091 | 62.6 | 16.6 | 79.2 | 3.6 | 16.7 | 4.6 | 7.0 |
| 1994 | 39,669 | 63.5 | 16.0 | 79.5 | 3.5 | 16.4 | 3.9 | 7.1 |

*Duplicated with other columns
+Includes non-respondents
Source: Maryland State Department of Education

**HIGH SCHOOL PROGRAM COMPLETION 1990-91 THROUGH 1994-95**




*Students are counted in only one of three categories displayed. The chart does not include students who completed other high school program options.
Source: Maryland State Department of Education, Maryland School Performance Report



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## *GOAL 3: STUDENT ACHIEVEMENT & CITIZENSHIP*

***High standards and accountability are key elements of the Maryland School Performance Program, a plan for school improvement and reform that supports high student academic achievement and the ability to know and use skills needed for success in the community and at work. The MSPP is supported by a number of programs and assessments designed to foster high academic achievement and develop skills for success.***

**The Maryland School Performance Program** (MSPP) provides guidance for individual schools to improve instruction and, by extension, to enhance student learning. School improvement teams at each school examine state and local student performance data in order to develop school improvement plans. As schools gain more autonomy and make strategic decisions to improve student performance, they become accountable for meeting state performance standards. Annual progress reports are issued as "report cards" for the state, local systems, and individual schools.

**The Maryland School Performance Assessment Program** (MSPAP) is the assessment component of the MSPP. The tests, based on learning outcomes adopted in 1990 by the State Board, measure how well each school develops students' knowledge in several academic areas as well as critical-thinking and problem-solving skills. Tests are currently given each spring in grades 3, 5, and 8. High school graduation assessments are now being developed.

### Percent of 9th or 10th Graders who Passed the Maryland Functional Tests

| Functional Test | Maryland Standard (%) | | Percent Passing | | | | |
|---|---|---|---|---|---|---|---|
| | Excellent | Satisfactory | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 |
| Reading | 97 | 95 | 94.8 | 96.0 | 97.4 | 96.9 | 97.1 |
| Mathematics | 90 | 80 | 73.1 | 73.0 | 79.2 | 79.4 | 81.1 |
| Writing | 96 | 90 | 83.2 | 90.0 | 93.5 | 88.0 | 88.3 |
| Citizenship | 92 | 85 | 76.2 | 79.2 | 83.8 | 86.7 | 84.1 |

NOTE: Standards to be achieved by 1995-96 school year.
Source: Maryland State Department of Education. Maryland School Performance Report

**The Challenge School Program** assists 46 low-performing schools, which share $8 million in state grants and technical assistance from MSDE, in developing specific school improvement plans needed to reach state standards. Plans include evaluations, costs, and timelines to meet milestones. Caroline County is participating as a Challenge School System.

**The MSDE Division of Instruction and Staff Development** provides curriculum development, assessment models, high school graduation requirements, enrichment programs, and training in the major academic areas. The Division also provides technical assistance for programs in language arts, reading, health and physical education, social studies, mathematics, science, environmental education, foreign language study, and for gifted and talented education.

**Career Connections** is among Maryland's School-to-Careers program offerings that provides a path from school to quality employment or to continued education and training. Partnerships between schools and employers will enable instruction in schools to combine with rich work experiences as the system is implemented by 12 local labor market teams.

**The Core Curriculum Project**, an initiative of the Abell Foundation in cooperation with MSDE, follows the work of educator E.D. Hirsch, Jr. in identifying a core body of knowledge and then relating it to state standards and local needs. Currently, 27 schools in six school systems are participating.

**Student Literacy Corps** provides reading and writing assistance for all students as schools design reading and writing programs.

**Standards for School Library Media** outline criteria for school library media administrators to develop plans that support local system goals and emphasize the instructional process. The program has been successful in improving the quality of school library services and thereby providing support for student achievement and social growth.

**The Maryland Student Service Alliance** aims to create successful students and active, engaged citizens by providing training, assistance, and curriculum to teachers, students, and local systems as they implement Maryland's student service-learning graduation requirement. More than 200,000 students were engaged in service-learning in 1995. In most cases, service is linked to academic courses, so that students apply their service to address community issues.

**Maryland Association of Student Councils** gives students the opportunity to become involved in the issues that directly affect their lives as well as work with education policy and decision-makers. MASC represents the student viewpoint to a variety of boards and commissions and works with the Maryland Legislature, boards of education, PTA, and MSDE.

**Year Round Education** was initially considered in 1994 when six interested school systems considered year round programs as a way to improve student achievement and/or to create better usage of school buildings. Five of these school systems studied the feasibility of year round education. Robert W. Coleman Elementary in Baltimore City is the state's only year round school to date.

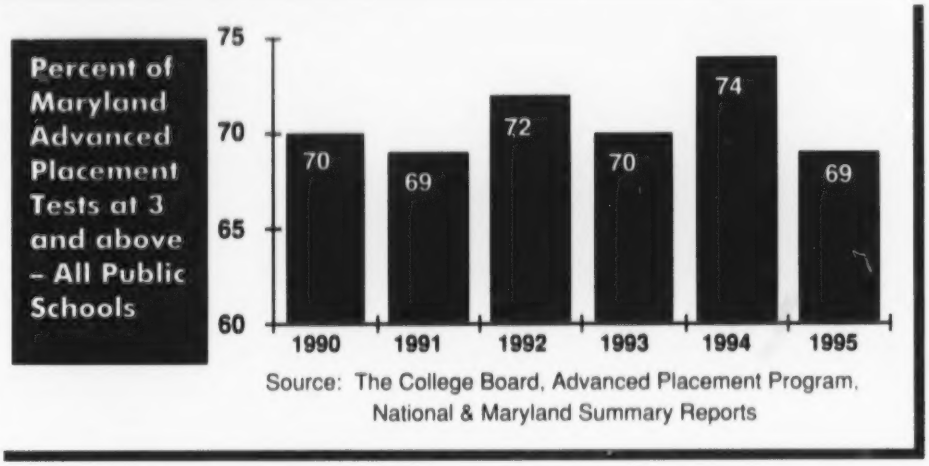
**Trends in Participation and Average Scholastic Aptitude Test (SAT) Scores*, 1990-1995**

| | % TAKING SAT | | VERBAL SCORES | | MATH SCORES | |
|---|---|---|---|---|---|---|
| YEAR | MD | U.S. | MD | U.S. | MD | U.S. |
| 1990 | 0.59 | 0.4 | 430 | 424 | 478 | 476 |
| 1991 | 0.64 | 0.42 | 429 | 422 | 475 | 474 |
| 1992 | 0.66 | 0.42 | 431 | 423 | 476 | 476 |
| 1993 | 0.66 | 0.43 | 431 | 424 | 478 | 478 |
| 1994 | 0.64 | 0.42 | 429 | 423 | 479 | 479 |
| 1995 | 0.64 | 0.41 | 430 | 428 | 479 | 482 |

NOTE: Scores range from 200 to 800

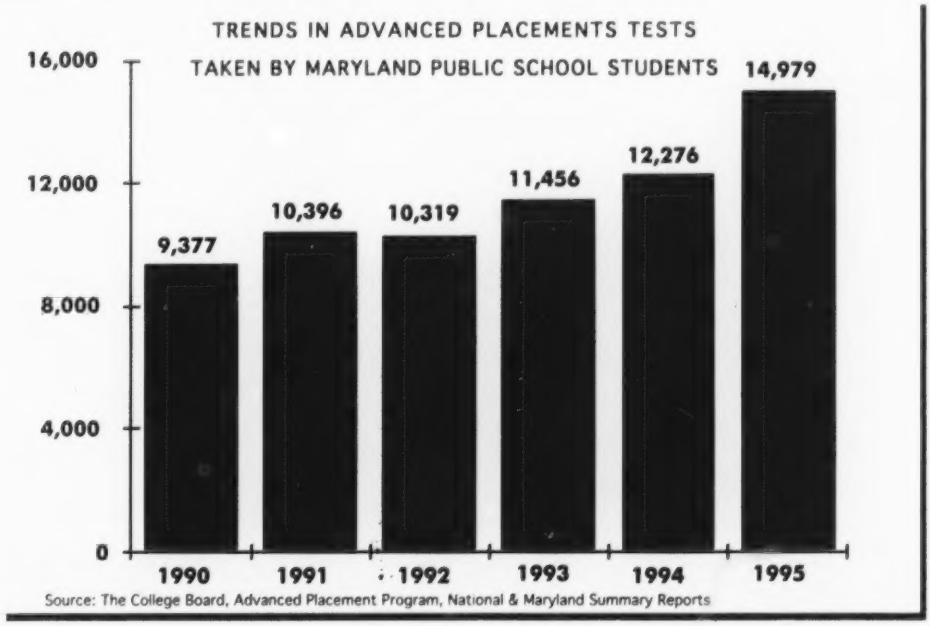
*Includes students from both public and private high schools. Percentage of a state's projected number of graduates who took the SAT.

Source: College Board, College Bound Seniors: Profile of SAT and Achievement Takers, 1995




**Instructional Framework** is a multimedia technology designed by MSDE to give teachers the ability to design lesson plans using state-of-the-art print and video material. A computer database located in many schools contains over 250 research summaries, model lessons, and assessments linked to Maryland learning outcomes.

**Maryland Vocational Student Organization Chapters** are integral to career and technology programs across the state. Over 10,000 students participate in leadership activities that help prepare them for both continued education and the world of work.



## *GOAL 4: TEACHER EDUCATION & PROFESSIONAL DEVELOPMENT*

***Maryland's school improvement plans rely on relevant and effective teacher preparation, communication, partnership, and professional development. Higher standards for educator recertification also play a vital role in ensuring school reform and excellence.***

**Teacher Education Program Approval** is an initiative with the Maryland Higher Education Commission that reviews and approves programs to prepare educators at Maryland institutions of higher learning. It focuses on redesigning teacher education to eliminate the undergraduate major and add a fifth year of school-based apprenticeship to degree programs.

**Continuing Professional Development** aids school systems in procedures for approving professional training. The state acts as a training clearinghouse and offers a directory of courses and other training opportunities.

**Minority Recruitment** enhances the state's overall quality of teacher staffing by providing information on topics such as new minority hires and minority candidates in teacher preparation programs.

**The Individualized Certification Program for Career Changers** is an internship model that enables school systems to hire qualified educators who have not followed the traditional education paths to certification. The program is planned as a national collaboration model between local systems and higher education.

**The Christa McAuliffe Fellowship** is a state-administered federal program that allows outstanding experienced teachers to continue their education or to develop education projects and programs.

**The Maryland Assessment Center** focuses on 12 specific skills that help identify and develop principals. Required for Maryland principal certification, the center hosts about 200 principal candidates each year.

**Educator Licensure** administers the granting of certificates for more than 90,000 people, 45,000 of whom are Maryland educators.

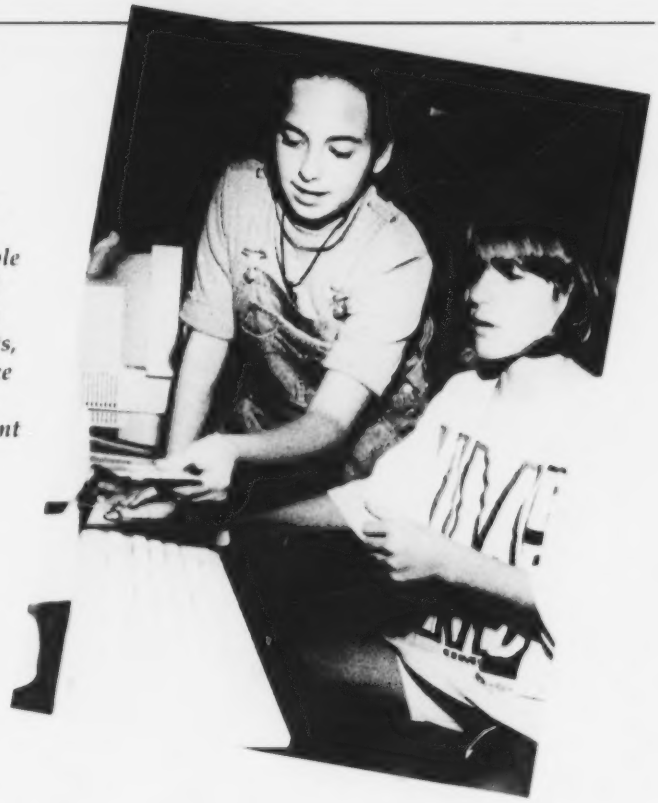
**HIV/AIDS Prevention Education** seeks to bring effective HIV/AIDS prevention education to students and to enable educators to teach it. All Maryland systems provide this education to students at least three times—in elementary, middle, and high schools.

**School Improvement Leadership Training** instructs principals and school improvement teams from low-performing schools in interpreting data and using it in school improvement plans, and working effectively in teams. The result has been a higher quality of improvement plans.

**Regional Staff Development Centers** provide staff training to assist school-based instructional decision-making. Centers currently serve nine systems on the Eastern Shore, in the Baltimore City area, and in Prince George's County. Two primary focus areas are school improvement team development and "promising practices," such as Dimensions of Learning and education and the world of work.

## *GOAL 5: MATHEMATICS & SCIENCE*

***Maryland has long realized the significance of rigorous math and science training in an increasingly technological world. The State is committed to preparing young people for this new and competitive world economy through challenging math and science graduation requirements, a new emphasis on math and science teacher education, and substantial support for professional development in math and science.***



**The Governor's Academy for Mathematics, Science and Technology** has trained more than 700 teachers since 1989 through an intensive four-week summer program. Teachers return to home schools as coaches capable of motivating and instructing other teachers as well as their own students.

**The Dwight D. Eisenhower Mathematics and Science Education Act** provides funding to support improvement in math and science teaching. Programs are in every school system and in programs conducted by college and university faculty.

**The Interdepartmental Environmental Program** assists school systems in applying for competitive grants aimed at starting courses related to the environment.

**Business and Community Partnerships** are instrumental in improving programs for math and science teachers by providing incentives to study in these areas. MSDE and Martin Marietta, for example, together select teachers for summer internships in business and industry.

**Student Incentive Programs** for the study of math and science include the Department of Energy's High School Summer Program and the National Youth Science Camp.

## MATHEMATICS

| | 1987-88 | | 1992-93 | | 1993-94 | |
|---|---|---|---|---|---|---|
| | Bachelor's Degree | Master's/Doc. Degree | Bachelor's Degree | Master's/Doc. Degree | Bachelor's Degree | Master's/Doc. Degree |
| TOTAL | 239 (100%) | 75 (100%) | 242 (100%) | 85 (100%) | 226 (100%) | 90 (100%) |
| GENDER | | | | | | |
| Male | 118 (49%) | 54 (72%) | 115 (48%) | 58 (68%) | 120 (53%) | 60 (67%) |
| Female | 121 (51%) | 21 (28%) | 127 (52%) | 27 (32%) | 106 (47%) | 30 (33%) |
| RACE | | | | | | |
| White | 192 (80%) | 43 (57%) | 180 (74%) | 40 (47%) | 165 (73%) | 51 (57%) |
| African American | 24 (10%) | 4 (6%) | 25 (10%) | 1 (1%) | 26 (11%) | 6 (6%) |
| Other | 23 (10%) | 28 (37%) | 37 (15%) | 44 (52%) | 35 (15%) | 33 (37%) |

Source: Keller, M., Maryland Higher Education Commission

## SCIENCE*

| | 1987-88 | | 1992-93 | | 1993-94 | |
|---|---|---|---|---|---|---|
| | Bachelor's Degree | Master's/Doc. Degree | Bachelor's Degree | Master's/Doc. Degree | Bachelor's Degree | Master's/Doc. |
| TOTAL | 904 (100%) | 345 (100%) | 1,098 (100%) | 457 (100%) | 1,265 (100%) | 440 (100%) |
| GENDER | | | | | | |
| Male | 448 (50%) | 219 (63%) | 542 (49%) | 285 (62%) | 691 (55%) | 265 (60%) |
| Female | 456 (50%) | 126 (37%) | 556 (47%) | 172 (38%) | 574 (45%) | 175 (40%) |
| RACE | | | | | | |
| White | 655 (72%) | 264 (76%) | 733 (67%) | 294 (64%) | 826 (65%) | 259 (59%) |
| African American | 77 (9%) | 6 (2%) | 117 (10%) | 4 (1%) | 139 (11%) | 9(2%) |
| Other | 172 (19%) | 75 (22%) | 248 (22%) | 159 (35%) | 300 (24%) | 172 (39%) |

*Includes degrees in both physical and biological science.
Source: Keller, M., Maryland Higher Education Commission

## TECHNOLOGY*

| | 1987-88 | | 1992-93 | | 1993-94 | |
|---|---|---|---|---|---|---|
| | Bachelor's Degree | Master's/Doc. Degree | Bachelor's Degree | Master's/Doc. Degree | Bachelor's Degree | Master's/Doc. |
| TOTAL | 1,846 (100%) | 863 (100%) | 1,658 (100%) | 1,268 (100%) | 1,652 (100%) | 1,238 (100%) |
| GENDER | | | | | | |
| Male | 1,344 (73%) | 684 (79%) | 1,244 (75%) | 1,010 (80%) | 1,189 (72%) | 1,003 (81%) |
| Female | 502 (27%) | 179 (21%) | 414 (25%) | 258 (20%) | 463 (28%) | 235 (19%) |
| RACE | | | | | | |
| White | 1,287 (70%) | 598 (68%) | 1,075 (65%) | 698 (55%) | 982 (59%) | 672 (54%) |
| African American | 169 (9%) | 18 (2%) | 210 (13%) | 68 (6%) | 255(15%) | 63(5%) |
| Other | 390 (21%) | 247 (29%) | 373 (22%) | 502 (39%) | 415 (25%) | 503 (41%) |

*Includes degree in engineering and computer science.
Source: Keller, M., Maryland Higher Education Commission

## *GOAL 6: ADULT LITERACY AND LIFELONG LEARNING*

***Preparing Marylanders for a lifetime of learning is among our most important educational goals. The state is expanding and improving its services to adults through an array of adult education programs and other educational approaches aimed at meeting the needs of the homeless, foreign-born, young parents, and incarcerated individuals.***

**Adult Basic Education** offers basic education classes for adults functioning below the 9th-grade level and for foreign-born adults who must learn English as a second language.

**Adult General Education** provides classes in secondary education, career exploration, functional skills, and English for Speakers of Other Languages (ESOL). Most counties offer AGE, and classes are open to all adults and some school-aged students.

**The General Educational Development (GED) Testing Program** allows adults who did not graduate from high school the opportunity to earn a Maryland high school diploma through the community colleges, where each year about 11,000 citizens take the GED tests. One out of every eight Maryland high school diplomas is a GED diploma.

**The Maryland Adult External Diploma Program** provides another route for adults who demonstrate required competency skills to earn high school diplomas.

**The Maryland State Adult Literacy Dissemination Center** is a resource for adult literacy providers, support groups, and citizens seeking literacy information. Services include workshops, resource materials, and information on model programs and practices. The Literacy Works Management Information System at the center tracks student and program progress.

**Community-Based Organization Projects** consist of three programs that offer academic and career development services to dropout youth between the ages of 16 and 21. Funded by the Carl D. Perkins Act, these projects are partnerships between private, non-profit organizations and either local school systems or community colleges.

**The Homeless Adult Literacy Program** assesses the skills and needs of homeless adults through personal counseling sessions, after which those qualified may join literacy programs at area shelters and soup kitchens in several counties.

**Literacy Works** seeks to eliminate illiteracy by coordinating and enhancing adult literacy efforts, focusing on the 772,306 Maryland adults who have not completed high school. Over the past five years, Literacy Works has had an average enrollment of more than 48,000. The program has helped over 31,500 adults earn high school diplomas.

**Maryland Correctional Education Program** is a direct service of MSDE that operates academic and occupational preparation and library services at 11 correctional facilities throughout Maryland. The program promotes productive and socially appropriate behavior upon release from prison. In 1995, the program awarded 859 literacy certificates, 895 high school diplomas (up from 218 in 1994), and 779 occupational preparation completions.

## Trends in GED Testing

Excludes the following number of out-of-state diplomas issued to Maryland residents: FY89 = 211, FY90 = 163, FY91 = 118, FY92 = 109, FY93 = 75, FY94 = 68

Source: Maryland State Department of Education Fact Books

| | TOTAL TESTED | TOTAL PASSED | |
|---|---|---|---|
| | | N | % |
| FY 88-89 | 11,088 | 5,014 | 45.2 |
| FY 89-90 | 11,538 | 5,457 | 47.3 |
| FY 90-91 | 11,724 | 5,863 | 50.0 |
| FY 91-92 | 11,242 | 5,927 | 52.7 |
| FY 92-93 | 10,828 | 5,440 | 52.6 |
| FY 93-94 | 10,785 | 5,402 | 52.4 |

## Participation in Adult and Community Education Programs

| | Adult Basic | | Adult Secondary | | Community Ed. |
|---|---|---|---|---|---|
| | Local Education Agency (LEA) | Other Locations | Adult General Education | External High School Program | Multi-Service Community Centers |
| 1990-91 | 28,497 | 9,354 | 82,192 | 835 | 83,746 |
| 1991-92 | 23,666 | 9,237 | 71,192 | 764 | 57,658 |
| 1992-93 | 22,358 | 7,564 | 61,875 | 636 | 37,824 |
| 1993-94 | 21,552 | 9,313 | 58,986 | 418 | 43,117 |

*Funding cuts reduced availability of these services

Source: Maryland State Department of Education Fact Books

## *GOAL 7: SAFE, DISCIPLINED, AND DRUG FREE SCHOOLS*

***Substance abuse and disruptive student behavior are persistent and troubling problems, concerns noted by Governor Parris N. Glendening among his five priorities for education. The Safe and Drug-Free Schools program provides a comprehensive approach to address the issues of violence and substance abuse in our schools.***

Safe and Drug-Free Schools and Communities is a K-12 comprehensive drug prevention and education program that involves the entire school community in attacking the problems of violence, disruptive behavior, and the abuse of tobacco, alcohol and other drugs. Included are peer leadership and peer support programs, a drug-abuse prevention curriculum, and the Maryland Student Assistance Program, which provides early intervention for at-risk students and their families.

Tobacco Prevention Education is a middle school instructional program designed to prevent tobacco use among students.

Pupil Services Programs assist with local school communities, with MSDE staff serving as program consultants for school health services, guidance, pupil personnel needs, school psychological services, and social work. As student needs are identified by school teams, coordinated strategies are designed to meet those needs.

Programs to Reduce Disruption in Schools help school staffs to reduce student disruption. The training programs have involved more than 500 staff members and 100,000 students in recent years.

The Annapolis Road Middle School, located in Bladensburg in Prince George's County, is a regional alternative school established by MSDE. It provides a challenging 12-month extended day program for middle school children who have demonstrated chronic and persistently disruptive behavior. The focus of the school is to enable students to successfully control their behavior and to improve academic skills and performance. Parents are involved as part of the school team working with the student. Students' home schools are also involved.

Indoor Air Quality in Schools is a program involving several workshops and at least 11 publications that provides training and information designed to improve school air quality through changes to local school system policies and practices.

School Facility Planning and Design Guidelines help to plan and design public school construction projects to ensure a safe and pleasant atmosphere for learning. Recent publications provided guidance on facilities design for science, technology education, and food/nutrition services.

**Trends in Student Suspensions and Expulsions**

| | Students Suspended | | Students Expelled |
|---|---|---|---|
| | N | % Enrolled | N |
| 1989-90 | 48,454 | 6.9% | 1,126 |
| 1990-91 | 46,777 | 6.5% | 1,164 |
| 1991-92 | 49,469 | 6.7% | 1,739 |
| 1992-93 | 50,155 | 6.7% | 1,603 |
| 1993-94 | 52,489 | 7.0% | 1,334 |

Source: Maryland State Department of Education

## *GOAL 8: PARENTAL INVOLVEMENT*

***Parents and the Maryland Department of Education are partners in educating our children, and we recognize that parents are the first and often best teachers a child will have. Although MSDE has devoted an office entirely to parent involvement, many other programs are designed to support families—and in turn rely on their support—to enhance and ensure the academic success and well-being of Maryland's youngest learners.***

**School Improvement Teams**, established in every school in Maryland, rely on active parent and community involvement. Training for effective SIT participation is an important way in which Maryland supports parental participation in education.

**Expanded Parent Information and Training Centers** operate in five school systems and provide information, training, resources, and referral services to help families support a child's learning and participation in school improvement.

**The Maryland Deaf-Blind Program** offers training to staff and parents through agencies providing services to students who are deaf and blind.

**Center for Technology in Education** was established with Johns Hopkins University as a way to provide technical support to aid the growth and development of students with disabilities and their families. The center also supports educators in improving schools through the use of technology.

**School Community Centers Program/Special Projects** feature innovative models to help strengthen parental involvement in education. Family education programs, multi-cultural literacy programs, homework projects, and an interactive arts center are examples of projects designed to encourage parents to become involved in their child's education and school.

**Family Involvement Initiatives** are partnerships with agencies and organizations to demonstrate reform of education, family, and community systems to better support childrens' learning and well-being and to help schools develop strategies to increase the quality and quantity of parent involvement. They are now under development.

## *MULTIPLE GOALS*

***Many of Maryland's education programs address more than one of the National Goals for 2000.***

**Schools for Success/Goals 2000** is Maryland's blueprint for school improvement. Paralleling the National Goals, it is led by a panel selected by the Governor and State Superintendent. Its charge is to build upon and focus Maryland's plan for school improvement. Sixty percent of the first year funding and 90% of the subsequent four years' funding will go to local school systems through competitive subgrants.

**The Maryland Least Restrictive Environment/ Neighborhood Inclusion Program** is a five-year, federally-funded initiative that provides information and support to families of students with severe disabilities regarding inclusive practices and activities of the Neighborhood Inclusion Project.

**The Ensuring Student Success through Collaboration Project** is composed of representatives from all agencies serving children and youth, who then work with other state teams involved in similar programs.

**The Child Abuse and Neglect Project** is a pilot project that addresses child abuse through a partnership between MSDE and the Masonic Charities of Maryland. A variety of family-focused services from pre-K through grade 12 address the root causes of at-risk behavior and is offered in project schools through Parents Anonymous of Maryland.

**Sailor** serves as Maryland's gateway to the Internet, providing electronic access to state, national, and international resources. Through local telephone connections, libraries, schools, businesses, and citizens connect to the worldwide computer network and can use databases, magazine indices, library on-line catalogs, community resources, and other essential tools.

**Targeted Poverty Grants** make funding available to 106 schools with a high concentration of students qualifying for free and reduced-price lunches. Among the learning opportunities provided for students are before- and after-school and summer school programs, Saturday classes, parental involvement activities, and computer-assisted tutorials.

**Equity Assurance and Compliance** is a program whose staff advocates for students and adults with special needs covered by the Disability Equity Program. They disseminate information concerning sexual harassment through the Gender Equity Program and train local educators in multicultural instruction. The Equity Enhancement Program provides local superintendents, staff, and the community with guidelines for sensitive classroom management, student-staff interaction, and overall relations between school and community.

**The Title 1 Migrant Education Program** served 560 students aged 3 through 21 this past year, providing additional education and support services to meet the special needs of the children of migrant farmworkers and fishers.

**Food and Nutrition Programs** fall under the national School Lunch Program and the School Breakfast Program. The Special Milk Program provides milk for students in schools, camps, day care centers, or other non-profit institutions. The Child and Adult Care Food Program serves meals and snacks to day care centers and to children in family day care homes. Summer Food Service provides meals to children when schools are closed. All of these programs provide nutritious food necessary for students to learn and grow. The Nutrition Education and Training Program provides technical assistance and training about nutrition and food systems management to food service staff, teachers, parents, and children.

**Nonpublic School Accreditation** approves early childhood educational programs in nonpublic nursery schools as well as nonpublic special education programs for students birth through 21. Oversight includes a variety of short-term education programs for children in special treatment centers to ensure that students do not lose instructional opportunities or credits when they return to public school.

**Technology Education** has been a graduation requirement beginning with the class of 1997. It teaches students about the evolution, systems, techniques, use, and significance of technology. Students develop the knowledge and skills to compete in a global economy and to exercise the responsibilities of citizenship.

**The Maryland Public School Construction Program** incorporates an independent state interagency organization chaired by the Superintendent of Schools. It provides funding for modernizing and constructing additions to existing schools as well as building new schools. Included are projects for state and local initiatives such as prekindergarten, high school science programs, and technology education.

**New American Schools Development Corporation (NASDC)** has, in conjunction with MSDE, offered several model innovative classrooms to Maryland school systems. The project allows local school systems to pilot national models of innovative education with the support and encouragement of NASDC and MSDE.

# Statistics

## MARYLAND PUBLIC SCHOOLS

Maryland operated 1,262 schools during the 1994-1995 school year, including 797 elementary schools, 204 middle or combined schools, 197 secondary schools, and 64 special or alternative schools.

Enrollment in elementary and secondary public schools in the state has increased 13% over the last five years, with over 790,000 students enrolled in pre-kindergarten through grade 12. The number of teachers and staff has kept pace with the increase in student enrollment.

**Basic Characteristics of Maryland Public Schools 1989-90 and 1994-95**

| | 1989–90 | 1994–95 | 5–Year % Change |
|---|---|---|---|
| Districts | 24 | 24 | |
| Schools | 1,205 | 1,262 | 4.7 |
| FTE Staff | 76,709 | 84,704 | 10.4 |
| FTE Teachers* | 41,488 | 46,565 | 11.7 |
| Students Pre K–12 | 698,806 | 790,938 | 13.2 |

FTE = Full-Time Equivalent
* Includes Therapists
Sources: MSDE Fact Books

## CURRENT ENROLLMENT

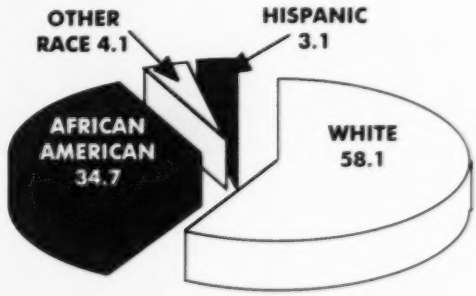
In the fall of 1994, 83.5% of pre-kindergarten to grade 12 students were enrolled in public schools and 16.5% in private schools. The racial/ethnic breakdown of the public school population is also displayed in the following charts.

**STUDENT ENROLLMENT BY TYPE OF SCHOOL FALL 1994**

Source: MSDE, Maryland Public School Enrollment; Nonpublic School Enrollment

**PUBLIC SCHOOL ENROLLMENT BY RACE/ETHNICITY, FALL 1994**

*(Total Public PreK-12 Enrollment = 790,938 Students)*

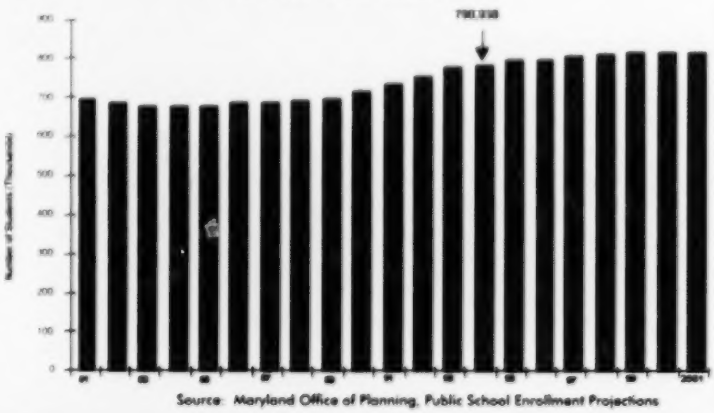



*Other race includes American Indians, Alaskan Natives, Asians, and Pacific Islanders.
Source: MSDE Fact Books

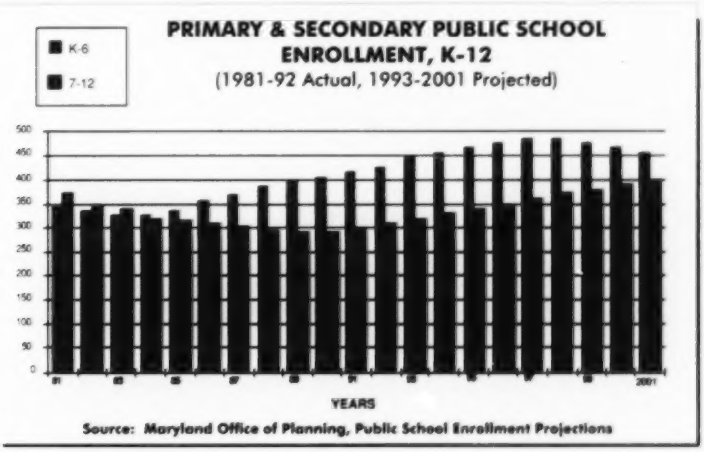
## ACTUAL AND PROJECTED PUBLIC SCHOOL ENROLLMENT

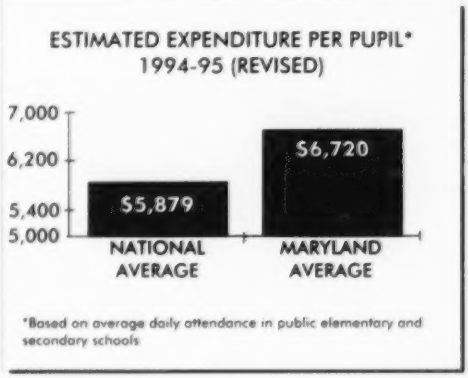
A decline in births during the 1970s caused public school enrollments to decline during the early 1980s. As births began to increase in the 1980s, primary, then secondary school enrollment also increased. According to the Maryland Office of Planning, births and enrollments are projected to continue to increase well into the 1990s.

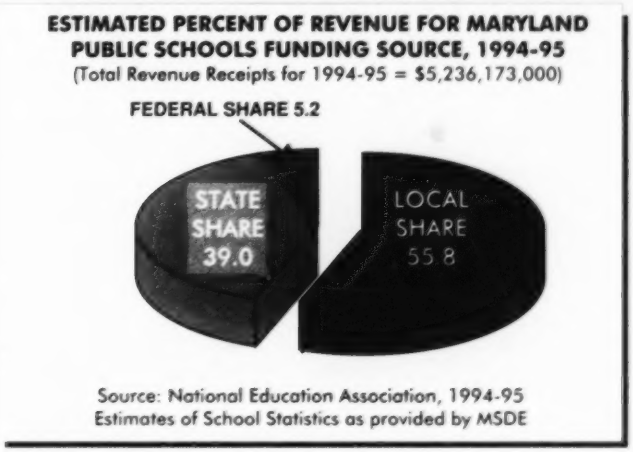
**PUBLIC SCHOOL ENROLLMENT IN MARYLAND, K-12**
(1981-94 Actual, 1995-2001 Projected)



Source: Maryland Office of Planning, Public School Enrollment Projections



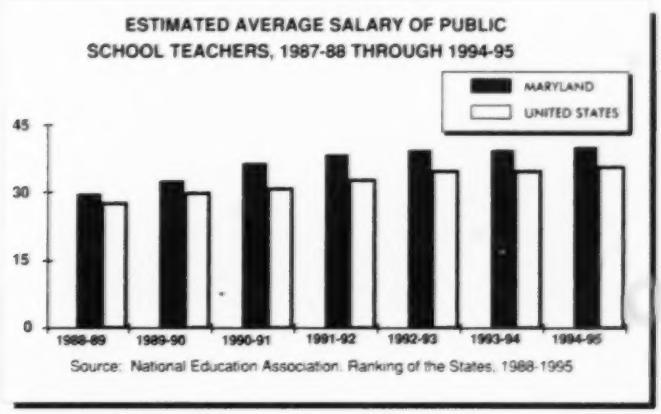


ESTIMATED PERCENT OF REVENUE FOR MARYLAND PUBLIC SCHOOLS FUNDING SOURCE, 1994-95
(Total Revenue Receipts for 1994-95 = $5,236,173,000)
FEDERAL SHARE 5.2
STATE SHARE 39.0
LOCAL SHARE 55.8
Source: National Education Association, 1994-95
Estimates of School Statistics as provided by MSDE

## REVENUE AND EXPENDITURE

Revenue for public elementary and secondary schools in Maryland totaled more than $5 billion for the 1994-95 school year. The pie chart on the left provides a breakdown of revenues by funding source. A larger percentage of funds for public education comes from local governments in Maryland than nationally (55.8% vs. 46.7%). As the bar chart shows, an average of $6,720 was spent per pupil in Maryland in 1994 which is $568 more than the national average. Spending per pupil, however, varies widely among each Maryland school system.

## PUBLIC SCHOOL TEACHERS

There were over 46,000 public school teachers in October 1994. More than three-quarters of these educators were female and almost 80% were white. In 1994-95, the average salary of Maryland teachers was $40,636, which was $3,703 higher than the national average. According to a 1994 American Federation of Teachers report, Maryland dropped from 9th to 13th when salaries were adjusted for cost of living.




Maryland Public School Teachers by Gender and Race, October 1994

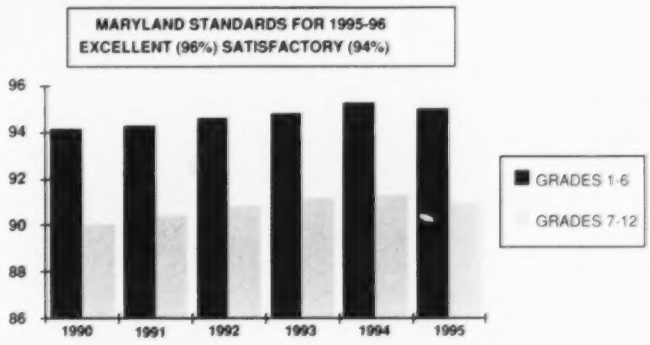
| | # | % |
|---|---|---|
| TOTAL | 46,260 | 100.0% |
| GENDER | | |
| Male | 10,971 | 23.7% |
| Female | 35,289 | 76.3% |
| RACE | | |
| White | 36,245 | 78.4% |
| African American | 9,192 | 19.9% |
| Other* | 823 | 1.8% |

*Amer. Indian, Asian, Hispanic/Alaskan Native, Asian/Pacific Islander
Source: Professional Staff by Assignment, Race/Ethnicity and Gender, Maryland Public Schools, October 1994

## ATTENDANCE

Yearly attendance rates have shown a slow but gradual improvement in recent years for both elementary and secondary students. Despite a setback in 1995, the state remains well into the satisfactory standard for attendance among students in grades 1-6. The state continues its efforts to achieve an overall satisfactory performance for students in grades 7-12.

### TRENDS IN YEARLY ATTENDANCE RATES*




*Average percent of students present in school for at least half of the day on an average school day during Sept. June

Source: Maryland School Performance Report 1995

## SPECIAL PROGRAMS

The table at right provides the number and percentage of students receiving special programs.

### Students Receiving Special Programs

| | 1992 | | 1993 | | 1994 | | 1995 | |
|---|---|---|---|---|---|---|---|---|
| | N* | % | N* | % | N* | % | N* | % |
| Special Education | 83,984 | 11.4 | 87,644 | 11.7 | 90,185 | 11.7 | 92,175 | 11.7 |
| Non-English/Limited English Proficient | 11,791 | 1.6 | 12,076 | 1.6 | 13,950 | 1.8 | 14,305 | 1.8 |
| Chapter 1 | 66,504 | 9.0 | 63,167 | 8.4 | 60,907 | 7.9 | 53,583 | 6.8 |
| Free & Reduced Priced Meals | 192,171 | 26.1 | 212,175 | 28.2 | 227,208 | 29.5 | 240,623 | 30.4 |

*Total Enrollment in 1991-92=736,238; 1992-93=751,780; 1993-94=771,377; 1994-95=790,938

Source: Maryland School Performance Reports 1992, 1993, 1994, 1995

## MARYLAND HIGHER EDUCATION

In addition to the role of elementary and secondary public schools, Maryland's extensive higher education system also impacts the state's achievement of the National Education Goals. Higher education is particularly relevant to Goal 5 (Math and Science Achievement) and to Goal 6 (Adult Literacy and Lifelong Learning). Maryland has a three-part system of public higher education that consists of 20 community colleges, two four-year colleges and universities (Morgan State University and St. Mary's College); and 11 campuses of the University of Maryland System (see table on page 34). Among the 26 independent post-secondary institutions, 22 are classified as four-year colleges and universities.

Total enrollment on Maryland campuses in the fall of 1995 was 266,407 students. Undergraduate students account for roughly 23% of total enrollment in 1995, with students enrolled in graduate and professional programs accounting for the other 18% (see table on page 34). Over the period from 1988 to 1995, enrollment at Maryland post-secondary institutions increased 6.8% (over 3% in undergraduate programs and 24% in graduate/professional programs).

## NUMBER OF CAMPUSES AND ENROLLMENT AT POST-SECONDARY INSTITUTIONS IN MARYLAND BY TYPE OF CAMPUS, FALL 1993

| | # CAMPUSES | ENROLLMENT FALL 1995 |
|---|---|---|
| **PUBLIC CAMPUSES** | | |
| COMMUNITY COLLEGES | 20 | 109,087 |
| MORGAN STATE UNIVERSITY | 1 | 6,029 |
| ST. MARY'S COLLEGE | 1 | 1,636 |
| UNIVERSITY OF MARYLAND | 11 | 106,086 |
| **SUBTOTAL - ALL PUBLIC CAMPUSES** | 33 | 222,838 |
| **INDEPENDENT COLLEGES & UNIVERSITIES** | 26 | 43,569 |
| **TOTAL - ALL CAMPUSES** | 59 | 266,407 |

Source: Maryland Higher Education Commission (MHEC)

## ENROLLMENT AT POST-SECONDARY INSTITUTIONS BY UNDERGRADUATE/GRADUATE AND FULL-TIME/PART-TIME STATUS 1988 AND 1983

| | 1988 | | 1995 | | 7-YEAR CHANGE |
|---|---|---|---|---|---|
| | N | % | N | % | |
| **UNDERGRADUATE** | | | | | |
| FULL-TIME | 101,244 | 40.8 | 109,745 | 41.2 | +7.7 |
| PART-TIME | 110,798 | 44.6 | 109,119 | 41.0 | -1.5 |
| SUB-TOTAL | 212,042 | 85.4 | 218,864 | 82.2 | +3.1 |
| **GRADUATE/PROFESSIONAL** | | | | | |
| FULL-TIME | 12,797 | 5.2 | 16,923 | 6.4 | +24.4 |
| PART-TIME | 23,354 | 9.4 | 30,620 | 11.5 | +23.7 |
| SUB-TOTAL | 36,151 | 14.6 | 47,543 | 17.8 | +24.0 |
| **TOTAL ENROLLMENT** | 248,193 | 100.0 | 266,407 | 100.0 | +6.8 |

Source: Maryland Higher Education Commission (MHEC)

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